



Curriculum Long Term Overview
Year 4 and Year 5

Inspire • Challenge • Achieve

Curriculum Drivers

Community	Enrichment	Knowledge & Skills	Aspiration
Making children aware of the community around them and how they fit into it.	Providing children with opportunities to see the world and people beyond their community, adding to their cultural capital	To build on what children already know enabling progression and allowing them to achieve their potential as children move through each year group.	To enable children to see their own achievements and those of others, to build an enthusiasm for future learning and life opportunities.

School Values ([website](#))

Togetherness	Respect	Resilience	Ambition	Pride
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British Values ([statement](#))

Democracy	Rule of Law	Individual Liberty	Mutual Respect & Tolerance
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Rotation A (starts 2020/21) (Same topics as Class 3)

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
	<p><u>Chariot champions</u> Romans</p>	<p><u>Extreme Earth</u> Volcanoes, earthquakes, climate zones</p>		<p><u>Raiders and traders</u> Anglo-Saxons</p>		<p><u>Countries and capitals</u> Europe and Brexit. Link with WWII (formation at the end of the war). Collapse of soviet union 1991. Brexit – significant turning point. Must include locating Russia on a map.</p>
History/Geography	<p>(Y4) History I can explain how the lives of wealthy people were different from the lives of poorer people. I can explain how an event from the past has shaped our life today. I can research what it was like for children in a given period of history and present my findings to an audience. I can explain how historic items and artefacts can be used to build up a picture of life in the past (could be in any depending on artefact resources).</p> <p>(Y5) History I can describe how crime and punishment has changed over a period of time (any).</p>	<p>(Y3) Geography I can describe how volcanoes are created. I can locate and name some of the world's most famous volcanoes. I can describe how earthquakes are created.</p> <p>(Y4) Geography I can collect and accurately measure information (e.g. rainfall, temperature, wind speed, noise levels etc). I can test out a hypothesis in order to answer questions – link to weather topic.</p> <p>(Y5) Geography I can name and locate many of the world's most famous mountainous regions in an atlas.</p>		<p>(Y4) History I can plot events on a timeline using centuries. I can research two versions of an event and explain how they differ. I can explain how historic items and artefacts can be used to build up a picture of life in the past (could be in any depending on artefact resources).</p> <p>(Y5) History I can describe how crime and punishment has changed over a period of time (any). I can compare two or more historical periods; explaining things which changed and which stayed the same.</p>	<p>(Y4) History I can explain how an event from the past has shaped our lives today (Brexit).</p> <p>(Y5) History I can explain how parliament affects decision making in England.</p> <p>(Y4) Geography I know the countries that make up the European Union. I can explain why people may be attracted to live in cities. I can explain why people may choose to live in one</p>	

	<p>I can test out a hypothesis in order to answer questions (any).</p>			<p>place rather than another.</p> <p>I can explain the difference between the British Isles, Great Britain and the United Kingdom.</p> <p>I can name and locate some of the main islands that surround the United Kingdom.</p> <p>I can find at least six cities in the UK on a map.</p> <p>I can carry out research to discover features of villages, towns or cities.</p> <p>(Middle School)</p> <p>(Y5) Geography</p> <p>I can name and locate many of the world's most famous mountainous regions in an atlas.</p> <p>I can explain why many cities are situated on or close to rivers.</p> <p>I can explain why people are attracted to live by rivers.</p> <p>I can explain the course of a river.</p>
<p>Science</p> <p>Working scientifically Y5 (Y4 on cycle B):</p> <p>I can plan different types of scientific enquiry.</p> <p>I can control variables in an enquiry.</p> <p>I can measure accurately and precisely using a range of equipment.</p>	<p>Forces (Y5) and forces and magnets (yr 3)</p> <p>Forces and magnets (yr 3)</p> <ul style="list-style-type: none"> • I can explore and describe how objects move on different surfaces. • I can explain how some forces require contact and some do not, giving examples. • I can explore and explain how objects attract and repel in 	<p>Properties and changes of materials (yr 5)</p> <ul style="list-style-type: none"> • I can compare and group materials based on their properties (e.g. hardness, solubility, transparency, conductivity, [electrical & thermal], and response to magnets). • I can describe how a material dissolves to form a solution; 	<p>living things and their habitats (yr 4 and Y5) and Animals including Humans (Y5)</p> <ul style="list-style-type: none"> • I can describe the life cycle of different living things, e.g. mammal, amphibian, insect, bird. • I can describe the differences between different life cycles. • I can describe the process of reproduction in plants. 	<p>Light and (yr 3) and Earth and space (yr5)</p> <p>Light (yr 3)</p> <ul style="list-style-type: none"> • I can describe what dark is (the absence of light). • I can explain that light is needed in order to see.

<p>I can record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p> <p>I can use the outcome of test results to make predictions and set up a further comparative fair test.</p> <p>I can report findings from enquiries in a range of ways.</p> <p>I can explain a conclusion from an enquiry.</p> <p>I can explain causal relationships in an enquiry.</p> <p>I can relate the outcome from an enquiry to scientific knowledge in order to state whether evidence supports or refutes an argument or theory.</p> <p>Read, spell and pronounce scientific vocabulary accurately.</p>	<p>relation to objects and other magnets.</p> <ul style="list-style-type: none"> • I can predict whether objects will be magnetic and carry out an enquiry to test this out. • I can describe how magnets work. • I can predict whether magnets will attract or repel and give reason. <p>Year 5</p> <ul style="list-style-type: none"> • I can explain what gravity is and its impact on our lives. • I can identify and explain the effect of air resistance. • I can identify and explain the effect of water resistance. • I can identify and explain the effect of friction. • I can explain how levers, pulleys and gears allow a smaller force to have a greater effect. 	<p>explaining the process of dissolving.</p> <ul style="list-style-type: none"> • I can describe and show how to recover a substance from a solution. • I can describe how some materials can be separated. • I can demonstrate how materials can be separated (e.g. through filtering, sieving and evaporating). <ul style="list-style-type: none"> • I know and can demonstrate that some changes are reversible and some are not. • I can explain how some changes result in the formation of a new material and that this is usually irreversible. <ul style="list-style-type: none"> • I can discuss reversible and irreversible changes. • I can give evidenced reasons why materials should be used for specific purposes. 	<ul style="list-style-type: none"> • I can describe the process of reproduction in animals. <p>Animals including Humans (Y5)</p> <ul style="list-style-type: none"> • I can create a timeline to indicate stages of growth in humans. 	<ul style="list-style-type: none"> • I can explain that light is reflected from a surface. <ul style="list-style-type: none"> • I can explain and demonstrate how a shadow is formed. • I can explore shadow and size and explain. <ul style="list-style-type: none"> • I can explain the danger of direct sunlight and describe how to keep protected <p>Earth and Space (yr 5)</p> <ul style="list-style-type: none"> • I can describe and explain the movement of the Earth and other planets relative to the sun • I can describe and explain the movement of the Moon relative to the Earth • I can explain and demonstrate how night and day are created • I can describe the sun, earth and moon (using the term spherical)
<p>Art (main in bold)</p>	<p>Roman pottery – clay</p> <p>Y4</p> <p>I can sculpt clay and other mouldable materials.</p>	<p>Cityscape pictures using different mediums to create mood and atmosphere (sky) – now main</p> <p>Y4</p> <p>I can experiment with the styles used by other artists.</p>	<p><u>Saxon jewellery patterns – stamping/printing using different materials</u></p> <p>Y4</p> <p>I can print onto different materials using at least 4 colours.</p> <p>Y5</p>	<p><u>BROADWAY ARTS FESTIVAL (MAIN)</u></p> <p>I can use shading to create mood and feeling. I can successfully use shading to create mood and feeling.</p>

		<p>Y5 – <i>moved to arts festival due to not all completing home school task.</i></p> <p><i>I can use shading to create mood and feeling.</i></p> <p><i>I can successfully use shading to create mood and feeling.</i></p>	I can create an accurate print design following criteria.	
Design Tech (main in bold)	<p><u>Chariots (MAIN)</u></p> <p>Y4</p> <p>I can use ideas from other people when I am designing.</p> <p>I can produce a plan and explain it.</p> <p>I can evaluate and suggest improvements for my designs.</p> <p>I can evaluate products for both their purpose and appearance.</p> <p>I can explain how I have improved my original design.</p> <p>I can present a product in an interesting way.</p> <p>I can measure accurately.</p> <p>I can persevere and adapt my work when my original ideas do not work.</p> <p>Y5</p> <p>I can come up with a range of ideas after collecting information from different sources.</p> <p>I can produce a detailed step-by-step plan.</p> <p>I can suggest alternative plans; outlining the positive features and draw backs.</p> <p>I can explain how a product will appeal to a specific audience.</p> <p>I can evaluate appearance and function against original criteria.</p>	<p><u>Erupting volcanoes</u></p> <p>Y4</p> <p>I can use ideas from other people when I am designing.</p> <p>I can produce a plan and explain it.</p> <p>I can evaluate and suggest improvements for my designs.</p> <p>I can evaluate products for both their purpose and appearance.</p> <p>I can explain how I have improved my original design.</p> <p>I can present a product in an interesting way.</p> <p>I can measure accurately.</p> <p>I can persevere and adapt my work when my original ideas do not work.</p> <p>Y5</p> <p>I can come up with a range of ideas after collecting information from different sources.</p> <p>I can produce a detailed step-by-step plan.</p> <p>I can suggest alternative plans; outlining the positive features and draw backs.</p> <p>I can explain how a product will appeal to a specific audience.</p> <p>I can evaluate appearance and function against original criteria.</p>	<p>Robotics – musical instruments/games/toys – now main – don't need to make anything!</p> <p>Y4</p> <p>I can evaluate products for both their purpose and appearance.</p> <p>I can present a product in an interesting way.</p> <p>Y5</p> <p>I can suggest alternative plans; outlining the positive features and draw backs.</p> <p>I can evaluate appearance and function against original criteria.</p> <p>I can explain how a product will appeal to a specific audience.</p>	<p>Food from different countries</p> <p>Y4</p> <p>I know how to be safe and hygienic and safe when using food.</p> <p>Y5</p> <p>I show that I can be both hygienic and safe in the kitchen.</p>

	I can use a range of tools and equipment competently. I can make a prototype before making a final version.	I can use a range of tools and equipment competently. I can make a prototype before making a final version.		
<p>Computing</p> <p>https://teachcomputing.org/curriculum/key-stage-2</p> <p>Digital literacy objectives are covered throughout the year.</p>	<p>Chariot Champions Creating Media – Photo editing (Year 4) Information Technology</p> <p><u>Year 4:</u> I can select and use software to accomplish given goals. I can experiment with variables to control models.</p> <p><u>Year 5:</u> I can edit a film.</p>	<p>Extreme Earth Programming B – Repetition in games (Year 4) Algorithms and Programming</p> <p><u>Year 4:</u> I can give an on-screen robot specific instructions that takes them from A to B. I can make an accurate prediction and explain why I believe something will happen. I can experiment with variables to control models.</p> <p><u>Year 5:</u> I can design algorithms that use repetition and 2-way selection.</p>	<p>Raiders and Traders Flat-file Databases (Year 5) Information Technology</p> <p><u>Year 4:</u> I can collect and present data.</p> <p><u>Year 5:</u> I understand how search results are selected and ranked. I can evaluate information. I can analyse information.</p>	<p>Countries and Capitals Programming A – Selection in Physical Computing (Year 5) Algorithms and Programming</p> <p><u>Year 4:</u> I can experiment with variables to control models.</p> <p><u>Year 5:</u> I can combine sequence of instructions and procedures to turn devices on and off. I can use technology to control an external device.</p>
E-safety Unit	<p>Chariot Champions Online Bullying</p> <p><u>Lesson 1 - Year 4:</u> I can recognise when someone is upset, hurt or angry online.</p> <p><u>Lesson 2 - Year 5:</u></p>	<p>Extreme Earth Health, Well-being, and Lifestyle</p> <p><u>Lesson 1 - Year 4:</u> I can explain how using technology can be a distraction from other things, in both a positive and negative way.</p> <p><u>Lesson 2 - Year 5:</u></p>	<p>Raiders and Traders Online Reputation</p> <p><u>Lesson 1 - Year 4:</u> I can explain ways that some of the information about anyone online could have been created, copied or shared by others.</p>	<p>Countries and Capitals Copyright and Ownership</p> <p><u>Lesson 1 - Year 4:</u> I can give some simple examples of content which I must not use</p>

	I can identify a range of ways to report concerns and access support both in school and at home about online bullying.	I can recognise the benefits and risk of accessing information about health and well-being online and how we should balance this with talking to trusted adults and professionals.	<u>Lesson 2 - Year 5:</u> I can search for information about an individual online and summarise the information found.	without permission from the owner, e.g. videos, music, images. <u>Lesson 2 - Year 5:</u> I can assess and justify when it is acceptable to use the work of others.
<p>Knowledge and understanding</p> <p>I understand the need for rules to keep me safe when exchanging learning and ideas online. I recognise that information on the internet may not be accurate or reliable and may be used for bias, manipulation or persuasion. I understand that the internet contains fact, fiction and opinion and begin to distinguish between them. I use strategies to verify information e.g. cross-checking. I understand the need for caution when using an internet search for images and what to do if I find an unsuitable image. I understand that copyright exists on most digital images, video and recorded music. I understand the need to keep personal information and passwords private. I understand that if I make personal information available online it may be seen and used by others. I know how to respond if asked for personal information or feel unsafe about content of a message. I recognise that cyberbullying is unacceptable and will be sanctioned in line with the school's policy. I know how to report an incident of cyberbullying. I know the difference between online communication tools used in school and those used at home. I understand the need to develop an alias for some public online use. I understand the outcome of internet searches at home may be different than at school.</p> <p>Skills</p> <p>I follow the school's safer internet rules. I recognise the difference between the work of others which has been copied (plagiarism) and re-structuring and re-presenting materials in ways which are unique and new. I can identify when emails should not be opened and when an attachment may not be safe. I can explain and demonstrate how to use email safely. I can use different search engines.</p>				
Religious Ed	U2.1 What does it mean if Christians are holy and loving? (Pg 75) GOD U2.2 Creation and science: conflicting or complimentary?(Pg 76) CREATION	U2.8 What does it mean to be Muslim in Britain today? (Pg 82) TAWHID/IMAN/BADAH	U2.9 Why is the Torah so important to Jews? (Pg 83) GOD/TORAH	U2.7 Why do Hindus want to be good? (Pg 81) KARMA/DHARMA/SAMSARA/MOKSHA

	U2.3 Why do Christians believe Jesus was a Messiah? (Pg 77) INCARNATION					
SMSC	<p><u>Y4 Respect</u> I can understand the importance of self-respect and how this links to my own happiness. I can explain the characteristics of friendships, including mutual respect. I can explain how important friendships are in making us feel happy and secure and how people choose and make friends.</p> <p><u>Y5 Independence and personal responsibility</u> I can explain what a community is? I can explain what communities I belong to. I can understand why we have rules and laws. I can understand that different rules and laws apply in different places and in different situations.</p>	<p><u>Y5 First aid</u> Aspiration: To understand what volunteer organisations are available to support people in our local community and how to make an efficient call to emergency services. I can understand the concepts of basic first aid. I can understand the role of St. John's Ambulance in the community.</p>	<p><u>Y4 Current affairs</u> I can understand there is a normal range of emotions and scale of emotions that all humans experience in relation to different experiences and situations.</p> <p><u>Y5 Democracy</u> I can understand that I will experience changes during puberty. I can understand that I will experience physical changes during puberty. I can understand that changes for girls will include the menstrual cycle. I can understand that boys will experience changes. I can recognise emotional changes for girls and boys during puberty. I can explain that marriage represents a formal commitment of 2 people which is intended to be lifelong.</p>	<p><u>Y4 Safe home</u> I can explain healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. I can recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p>		
PE/swimming	<p>Netball/Rugby incl. fitness and running Year 4 I can catch with one hand I can throw and catch accurately</p>	<p>Football/Hockey incl. Fitness & Running Year 4 I can hit a ball accurately with control</p>	<p>Gymnastics Year 4 I can work in a controlled way I can include change of speed and direction</p>	<p>Dance Year 4 I can take the lead when working with a partner or group I can use dance to communicate an idea</p>	<p>Athletics Year 4 I can run over a long distance I can sprint over a short distance I can throw in different ways</p>	<p>Striking and Fielding Games – Tennis & Rounders Year 4 I can vary tactics and adapt skills depending on what is happening in a game</p>

	<p>I can vary tactics and adapt skills depending on what is happening in a game I can keep possession of the ball</p> <p>Year 5 I can gain possession by working as a team I can pass in different ways I can choose a tactic for defending and attacking I can use a number of techniques to pass, dribble and shoot</p>	<p>I can keep possession of the ball I can vary tactics and adapt skills depending on what is happening in a game</p> <p>Year 5 I can gain possession by working as a team I can pass in different ways I can choose a tactic for defending and attacking I can use a number of techniques to pass, dribble and shoot</p>	<p>I can include a range of shapes I can work with a partner to create, repeat and improve a sequence with at least three phrases</p> <p>Year 5 I can make complex extended sequences I can combine action, balance and shape I can perform consistently to different audiences</p> <p>Swimming (Y4/5) I can swim competently, confidently and proficiently over a distance of at least 25 metres I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p>	<p>Year 5 I can compose my own dances in a creative way I can perform to an accompaniment My dance shows clarity, fluency, accuracy and consistency</p> <p>Swimming (Y4/5) See Spr 1</p>	<p>I can hit a target I can jump in different ways</p> <p>Year 5 I am controlled when taking off and landing I can throw with accuracy I can combine running and jumping</p> <p>O&A/Bell Boating Year 4 I can follow a map in a (more demanding) familiar context I can follow a route within a time limit</p> <p>Year 5 I can follow a map in an unknown location I can use clues and a compass to navigate a route I can change my route to overcome a problem</p>	<p>Year 5 I can use forehand and backhand with a racket I can field</p>
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			I can perform safe self-rescue in different water-based situations.		I can use new information to change my route	
Forest school		Y5 - Navigation and geographical skills (Spr 1)		Y4 – Shelter building (Spr 2)		
Music Instrument: Glockenspiel, recorder and untuned percussion.	<p style="text-align: center;">Chariot Champions Blown Away Recorder Book 2</p> <p><u>Year 4:</u> I can perform a simple part rhythmically. I can explain why silence is often needed in music and explain what effect it has.</p> <p><u>Year 5:</u> I can choose the most appropriate tempo for a piece of music. I can maintain my part whilst others are performing their part.</p>	<p style="text-align: center;">Extreme Earth Great Composers Classical, Medieval, Early 20th Century</p> <p><u>Year 4:</u> I can identify and describe the different purposes of music. I can begin to identify the style of work of Beethoven, Mozart and Elgar. I can identify the character in a piece of music.</p> <p><u>Year 5:</u> I can contrast the work of a famous composer and explain my preferences. I can explain why I think music is successful or unsuccessful. I can describe, compare and evaluate music using musical vocabulary.</p>	<p style="text-align: center;">Raiders and Traders Living On A Prayer</p> <p><u>Year 4:</u> I can sing songs with accurate pitch. I can improvise using repeated patterns.</p> <p><u>Year 5:</u> I can suggest improvement to my own work and that of others. I can use my music diary to record aspects of the composition process. I can breathe in the correct place when singing.</p>	<p style="text-align: center;">Countries and Capitals Blackbird</p> <p><u>Year 4:</u> I can use notation to record and interpret sequences of pitches. I can use notation to record compositions in a small group or on my own.</p> <p><u>Year 5:</u> I can improvise within a group using melodic and rhythmical phrases. I can change sounds or organise them differently to change the effect. I can compose music which meets specific criteria. I can use notation to record groups of pitches (chords).</p>		
French (KS2 only)	L'argent de poche (4 lessons) Pocket money	Vive le sport! (4 lessons) Our sporting lives		Le carnaval des animaux (4 lessons) The carnival of the animals		Quel temps fait-il? (4 lessons) What's the weather like?

<p>Spoken Language</p> <p>Reading</p> <p>Writing</p>	<p>Year 4</p> <ul style="list-style-type: none"> I can name and describe an object. I can give a response using a short phrase. <p>Year 4</p> <ul style="list-style-type: none"> I can read and understand a short passage using familiar language. I can use a bilingual dictionary or glossary to look up new words. <p>Year 4</p> <ul style="list-style-type: none"> I can say what I like/dislike about a familiar topic. 	<p>Year 4</p> <ul style="list-style-type: none"> I can name and describe people. I can name and describe a place. <p>Year 4</p> <ul style="list-style-type: none"> I can explain the main points in a short passage. <p>Year 5</p> <ul style="list-style-type: none"> I can start to understand a short story or factual text and note the main points. <p>Year 4</p> <ul style="list-style-type: none"> I can write phrases from memory. <p>Year 5</p> <ul style="list-style-type: none"> I can substitute words and phrases. 	<p>Year 4</p> <ul style="list-style-type: none"> I can have a short conversation saying 3-4 things. <p>Year 5</p> <ul style="list-style-type: none"> I can start to hold a simple conversation with at least 4 exchanges. <p>Year 4</p> <ul style="list-style-type: none"> I can read a passage independently. <p>Year 5</p> <ul style="list-style-type: none"> I can begin to use the context to work out unfamiliar words. 	<p>Year 4</p> <ul style="list-style-type: none"> I am starting to speak in sentences. <p>Year 5</p> <ul style="list-style-type: none"> I can begin using my knowledge of grammar to speak correctly. <p>Year 4</p> <ul style="list-style-type: none"> I can write 2-3 short sentences on a familiar topic. <p>Year 5</p> <ul style="list-style-type: none"> I can begin to write a paragraph of 4-5 sentences.
<p>English genres (2 per topic)</p>	<p><u>Romans</u></p> <p>Fiction: Diary Escape from Pompeii- Christina Balit</p> <p>Non-fiction: Instructions 'real life' texts – instructions for shields, catapults etc.</p>	<p><u>Extreme Earth</u></p> <p>Fiction: Recount Survivors – David Long (ensure different recounts are used to class 3)</p> <p>Non-fiction: Non-chronological report Science vs natural disasters – Angela Royston</p>	<p><u>Saxons</u></p> <p>Fiction: Narrative (in that era) Freedom for Bron – N.S Blackman</p> <p>Non-fiction: Newspaper article The Anglo Saxon times (Newspapers from history) – Andrew Langley</p>	<p><u>Countries and capitals</u></p> <p>Fiction: Narrative (adventure) Kensuke's kingdom – Michael Morpurgo</p> <p>Poetry (battles) The penguin book of first world war poetry – George Walter</p>
<p>Reading/Phonics (reading linked to topics)</p>	<p>Escape from Pompeii- Christina Balit</p>	<p>Extreme Earth – Toby Reynolds Survivors – David Long David Attenborough/national geographic video clip</p>	<p>You wouldn't want to be an Anglo-Saxon peasant – Jacqueline Morley Freedom for Bron – N.S Blackman</p>	<p>Letters from the lighthouse (WWII) – Emma Carroll</p>

		Science vs natural disasters – Angela Royston		Kensuke's kingdom – Michael Morpurgo
Maths units	Number: place value (4 weeks) Number: Addition and subtraction (3 weeks) Number: Multiplication and division (3 weeks)	Measurement: Length, perimeter and area (2 weeks) Number: multiplication and division (another 3 weeks) Number: Fractions (5 weeks)	Number: Decimals - including percentages for Y5 (4 weeks) Number: Decimals – including Y4 money (2 weeks) Measurement: Time (1 week) Statistics (2 weeks)	Geometry: Properties of shape (3 weeks) Geometry: Position and direction (1 week) Y4 = consolidation Y5 = Converting units and volume (2 weeks) Consolidation (1 week)
Links to British Values	The rule of law Free choice – Boudicia. Roman army's teamwork. Emperor's ambition to expand his empire.	Democracy Working together to futureproof our environment and ensure resources aren't used up.	Individual liberty Look at the lack of individual liberty compared to now. Saxons had a hierarchy system: king, peasants, and slaves. The lowest classes of society weren't even able to own land.	Mutual respect and tolerance Aware of different faiths and beliefs Multiculturalism, celebrating diversity.
School Values	Togetherness How the Roman soldiers worked together.	Resilience A continued effort to repair the damage already done to the environment and futureproof it.	Respect Anglo Saxon burials	Pride National flags, different countries celebrations and festivals.
Enrichment / Community	Community: Chedworth Roman Villa – Gloucestershire Stratford MAD museum Enrichment: Hire Roman artefacts Mosaic workshop – The mosaic studio website	Enrichment: Emergency Earthquake scenario https://www.nhm.ac.uk/events/schools-emergency-earthquakes-volcanoes.html Community: Jobs in the emergency services.	Enrichment: Saxon day (with class 3) Escape room: http://www.schoolescaperooms.co.uk/history-escape-rooms/	Community & Aspirations: Experiences from other cultures – dancing (get visitor in), food (ask family members in).

Rotation B (starts 2021/22) (Different topics to Class 3)

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
	<u>Legends and longboats</u> Vikings	<u>Galapagos</u>		<u>Mayans</u>	<u>Battle of Evesham (1265)</u>	
History/Geography	<p>(Y4) History I can explain how historic items and artefacts can be used to build up a picture of life in the past (could be in any depending on artefact resources).</p> <p>(Y5) History I can describe how crime and punishment has changed over a period of time (any). I can test out a hypothesis in order to answer questions (any). I can draw a timeline with different historical periods showing key historical events or lives of significant people.</p>	<p>(Y4) Geography I can locate the tropic of Cancer and the tropic of Capricorn.</p> <p>(Y5) Geography I can plan a journey to a place in another part of the world, taking account of distance and time. I can explain how a location fits into its wider geographical location with reference to human and economical features.</p>	<p>(Y4) Geography I can name the areas of origin of the main ethnic groups in the United Kingdom and in our school.</p> <p>KS2 - Locate north and south America on a map.</p> <p>(Y5) Geography I can explain how a location fits into its wider geographical location with reference to human and economical features.</p> <p>(Y4) History I can explain how historic items and artefacts can be used to build up a picture of life in the past (could be in any depending on artefact resources). I can explain how the lives of wealthy people were different from the lives of poorer people.</p> <p>(Y5) History I can test out a hypothesis in order to answer questions (any).</p>	<p>(Y4) History I can explain how historic items and artefacts can be used to build up a picture of life in the past (could be in any depending on artefact resources). I can use my mathematical skills to round up time differences into centuries and decades.</p> <p>(Y4) Geography I can plan a journey to a place in England.</p> <p>(Y5) History I can explain how our locality has changed over time. I can describe how crime and punishment has changed over a period of time (any). I can test out a hypothesis in order to answer questions (any).</p>		
Science	Rocks (yr 3) and states of matter	Animals including humans (Y3 and yr 4)		PROPERTIES AND CHANGES OF MATERIALS	<p>Sound (yr 4)</p> <ul style="list-style-type: none"> • I can describe how a sound is made. 	

<p>Working scientifically Y4 (Y5 on cycle A)</p>	<ul style="list-style-type: none"> • I can compare and group rocks based on their appearance and physical properties, giving a reason. • I can describe how fossils are formed. • I can describe how soil is made. • I can describe and explain the difference between sedimentary and igneous rock <p>States of matter (Y4)</p> <ul style="list-style-type: none"> • I can group materials based on their state of matter (solid, liquid, gas). • I can describe how some materials can change state. • I can explore how materials change state. • I can measure the temperature at which materials change state. • I can describe the water cycle. • I can explain the part played by evaporation and condensation in the water cycle. <p>Working scientifically objectives</p> <ul style="list-style-type: none"> • I can ask relevant scientific questions. • I can set up a simple enquiry to explore a scientific question. • I can use observations and knowledge to answer scientific questions. • I can use diagrams, keys, bar charts and tables; using scientific language. • I can use findings to report in different ways, including 	<ul style="list-style-type: none"> • I can explain the importance of a nutritious, balanced diet. • I can explain how nutrients, water and oxygen are transported within animals and humans. • I can describe and explain the skeletal system of a human. • I can describe and explain the muscular system of a human. • I can describe the purpose of the skeleton in humans and animals. (Y4) • I can identify and name the parts of the human digestive system. • I can describe the functions of the organs in the human digestive system. • I can identify and describe the different types of teeth in humans. • I can describe the functions of different human teeth. • I can use food chains to identify producers, predators and prey. • I can construct food chains to identify producers, predators and prey. <p>Working scientifically objectives</p> <ul style="list-style-type: none"> • I can gather, record, classify and present data in different ways to answer scientific questions. • I can use diagrams, keys, bar charts and tables; using scientific language. • I can use findings to report in different ways, including oral 	<p>Properties and changes of materials (yr 5)</p> <p>Properties and changes of materials (yr 5)</p> <ul style="list-style-type: none"> • I can compare and group materials based on their properties (e.g. hardness, solubility, transparency, conductivity, [electrical & thermal], and response to magnets). • I can describe how a material dissolves to form a solution; explaining the process of dissolving. • I can describe and show how to recover a substance from a solution. • I can describe how some materials can be separated. • I can demonstrate how materials can be separated (e.g. through filtering, sieving and evaporating). • I know and can demonstrate that some changes are reversible and some are not. • I can explain how some changes result in the formation of a new material and that this is usually irreversible. • I can discuss reversible and irreversible changes. • I can give evidenced reasons why materials should be used for specific purposes. <p>Working scientifically objectives</p>	<ul style="list-style-type: none"> • I can explain how sound travels from a source to our ears. • I can explain the place of vibration in hearing. • I can explore the correlation between pitch and the object producing a sound. • I can explore the correlation between the volume of a sound and the strength of the vibrations that produced it. • I can describe what happens to a sound as it travels away from its source <p>Living things and their habitats (yr 4/ 5)</p> <p>Working scientifically objectives</p> <ul style="list-style-type: none"> • I can use equipment, including thermometers and data loggers to make measurements. • I can use diagrams, keys, bar charts and tables; using scientific language. • I can use findings to report in
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	<p>oral and written explanations, presentation.</p> <ul style="list-style-type: none"> • I can draw conclusions and suggest improvements. • I can make a prediction with a reason. • I can identify differences, similarities and changes related to an enquiry. 	<p>and written explanations, presentation.</p> <ul style="list-style-type: none"> • I can draw conclusions and suggest improvements. • I can make a prediction with a reason. • I can identify differences, similarities and changes related to an enquiry. • 	<ul style="list-style-type: none"> • I can set up a test to compare two things. • I can set up a fair test and explain why it is fair. • I can make careful and accurate observations, including the use of standard units. • I can use diagrams, keys, bar charts and tables; using scientific language. • I can use findings to report in different ways, including oral and written explanations, presentation. • I can draw conclusions and suggest improvements. • I can make a prediction with a reason. • I can identify differences, similarities and changes related to an enquiry. 	<p>different ways, including oral and written explanations, presentation.</p> <ul style="list-style-type: none"> • I can draw conclusions and suggest improvements. • I can make a prediction with a reason. • I can identify differences, similarities and changes related to an enquiry.
<p>Art (main in bold)</p>	<p>Boat silhouette on water – see link 1 below *</p> <p>Y4</p> <p>I can show reflections in my art.</p>	<p><u>Drawing different textures – animal skin/fur/shell/feathers. Realistic animal portraits (MAIN) See Gomersal website for ‘Evolution and inheritance’ art July 5th.</u></p> <p>Y4</p>	<p>Mayan pattern printing – using pupils own digital images from computing lessons.</p> <p>Y4</p> <p>I can print onto different materials using at least four colours. Also cycle A</p>	<p><u>Art – soldier portrait (MAIN)</u></p> <p>Y4</p> <p>I can show facial expressions and body language in sketches and paintings.</p>

		<p>I can use marks and lines to show texture in my art. I can use line, tone, shape and colour to represent figure and forms in movement.</p> <p>Y5 I can identify and draw objects and use marks and lines to produce texture. I can use line, tone, shape and colour to represent figure and forms in movement.</p>	<p>I can integrate digital images into my art.</p> <p>Y5 I can create an accurate print design following criteria. Also cycle A. I can use images which I have created, scanned and found; altering them where necessary to create art.</p>	<p>I can experiment with styles used by other artists. Also cycle A. I can explain some of the features of art from historical periods.</p> <p>Y5 I can express emotion in my art. I can research the work of an artist and use their work to replicate a style.</p>
<p>Design Tech (main in bold)</p>	<p><u>Longships (MAIN)</u></p> <p>Y4 I can use ideas from other people when I am designing. I can produce a plan and explain it. I can evaluate and suggest improvements for my designs. I can evaluate products for both their purpose and appearance. I can explain how I have improved my original design. I can present a product in an interesting way. I can persevere and adapt my work when my original ideas do not work.</p> <p>Y5 I can produce a detailed step-by-step plan. I can suggest alternative plans; outlining the positive features and draw backs. I can explain how a product will appeal to a specific audience. I can evaluate appearance and function against original criteria.</p>	<p>Design and make an anti-pollution boom (recycling)</p> <p>Y4 I can use ideas from other people when I am designing. I can produce a plan and explain it. I can evaluate and suggest improvements for my designs. I can measure accurately.</p> <p>Y5 I can come up with a range of ideas after collecting information from different sources. I can produce a detailed step-by-step plan. I can suggest alternative plans; outlining the positive features and draw backs. I can make a prototype before making a final version.</p>	<p><u>Food technology – chocolate (MAIN)</u></p> <p>Y4 I know how to be safe and hygienic and safe when using food. Y5 I show that I can be both hygienic and safe in the kitchen.</p>	<p>Best material testing for a sword or shield. Make own.</p> <p>Y4 I can present a product in an interesting way. I can evaluate products for both their purpose and appearance. I can evaluate and suggest improvements for my designs.</p> <p>Y5 I can come up with a range of ideas after collecting information from different sources. I can evaluate appearance and function against original criteria. I can suggest alternative plans; outlining the positive features and draw backs. I can use a range of tools and equipment competently.</p>

	I can use a range of tools and equipment competently.			
Computing https://teachcomputing.org/curriculum/key-stage-2 Digital literacy objectives are covered throughout the year.	Legends and Longboats Creating Media – Audio editing (Year 4) Information Technology <u>Year 4:</u> I can produce and upload a podcast. <u>Year 5:</u> I can evaluate information. I can edit a film.	Galapagos Programming A – Repetition in Shapes (Year 4) Algorithms and Programming <u>Year 4:</u> I can make an accurate prediction and explain why I believe something will happen. I can de-bug a program. <u>Year 5:</u> I can design algorithms that use repetition and 2-way selection.	Mayans Computing Systems and Networks – Sharing Information (Year 5) Information Technology <u>Year 4:</u> I can collect and present data. <u>Year 5:</u> I can analyse information. I can evaluate information.	Battle of Evesham Programming B – Selection in quizzes (Year 5) Algorithms and Programming <u>Year 4:</u> I can experiment with variables to control models. <u>Year 5:</u> I can design algorithms that use repetition and 2-way selection.
E-safety Unit	Legends and Longboats Privacy and Security <u>Lesson 1 - Year 4:</u> I can explain that internet use is never fully private and is monitored, e.g. adult supervision. <u>Lesson 2 - Year 5:</u> I can explain how many free apps or services may read and share private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocations) with others.	Galapagos Online Relationships <u>Lesson 1 - Year 4:</u> I can explain how content shared online may feel unimportant to one person but may be important to other people’s thoughts, feelings and beliefs. <u>Lesson 2 - Year 5:</u> I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my/our fault.	Mayans Self-Image and Identity <u>Lesson 1 - Year 4:</u> I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this. <u>Lesson 2 - Year 5:</u> I can demonstrate how to make responsible choices about having an online identity, depending on context.	Battle of Evesham Managing Online Information <u>Lesson 1 - Year 4:</u> I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online. <u>Lesson 2 - Year 5:</u> I can explain what is meant by a ‘hoax’. I can

				explain why someone would need to think carefully before they share.
<p>Knowledge and understanding</p> <p>I can discuss the positive and negative impact of the use of ICT in my own life, my friends and family. I understand the potential risk of providing personal information online. I recognise why people may publish content that is not accurate and understand the need to be critical evaluators of content. I understand that some websites and/or pop-ups have commercial interests that may affect the way the information is presented. I recognise the potential risks of using internet communication tools and understand how to minimise those risks (including scams and phishing). I understand that some material on the internet is copyrighted and may not be copied or downloaded. I understand that some messages may be malicious and know how to deal with this. I understand that online environments have security settings, which can be altered, to protect the user. I understand that the benefits of developing a 'nickname' for online use. I understand that some malicious adults may use various techniques to make contact and elicit personal information. I know that it is unsafe to arrange to meet unknown people online. I know how to report any suspicions. I understand that I should not publish other people's pictures or tag them on the internet without permission. I know that content put online is extremely difficult to remove. I know what to do if I discover something malicious or inappropriate.</p> <p>Skills</p> <p>I follow the school's safer internet rules. I can make safe choices about the use of technology. I can use technology in ways which minimises risk. E.g. responsible use of online discussions, etc. I can create strong passwords and manage them so that they remain strong. I can independently, and with regard for e-safety, select and use appropriate communication tools to solve problems by collaborating and communicating with others within and beyond the school. I can competently use the internet as a search tool. I can reference information sources. I can use appropriate strategies for finding, critically evaluating, validating and verifying information. E.g. using different keywords, skim reading to check relevance of information, cross checking with different websites or other non ICT resources. I can use knowledge of the meaning of different domain names and common website extensions (e.g. .co.uk, .com, .ac, .sch, .org, .gov and .net) to support validation of information.</p>				
Religious Ed	U2.4 How do Christians decide how to live? What would Jesus do? (Pg 78) GOSPEL	U2.12 How does faith help when life gets hard? (Pg 86) THEMATIC	U2.11 Why do some believe in God and some do not? (Pg 85) THEMATIC	NON RELIGIOUS VIEWS 2.10 What matters most to humanists, Christians?

	U2.5 What do Christians believe Jesus did to 'save' people? (Pg 79) SALVATION					
	U2.6 For Christians, what kind of king is Jesus? (Pg 80) KINGDOM OF GOD					
SMSC	<u>Y5 Responsibilities in school,</u> I can think about why refugees leave their countries? I can think about how schools, families, communities or governments ensure that a child's human rights are met? I can explain my role in ensuring our own and other's human rights are met?	<u>Y4 Changes in relationships,</u> divorce and separation, bereavement, pre puberty changes and emotions. – Transition – feeling more than friends. I can explain healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. I can recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others if needed.	<u>Y4 Building confidence and challenging stereotypes.</u> Comparing ourselves to others. I can talk about different types of bullying, the impact of bullying responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. I can explain healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. <u>Y4 Mental Health and positive body image</u> I can start to understand mental wellbeing is a normal part of daily life in the same way as physical health. I can understand there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.	<u>Y5 Money</u> I can recognise the role of a bank. I can understand the link between jobs and money. I can begin to understand how tax works in the UK. I can understand how things can be paid for. I can money has a different value in different countries.		
PE/swimming	Football incl. Fitness & Running Year 4	Netball/Rugby incl. fitness and running	Gymnastics & Rugby Year 4	Dance & Hockey Year 4	Athletics Year 4	Striking and Fielding Games – Tennis & Rounders

	<p>I can hit a ball accurately with control</p> <p>I can keep possession of the ball</p> <p>I can vary tactics and adapt skills depending on what is happening in a game</p> <p>Year 5</p> <p>I can gain possession by working as a team</p> <p>I can pass in different ways</p> <p>I can choose a tactic for defending and attacking</p> <p>I can use a number of techniques to pass, dribble and shoot</p> <p>Swimming (Y4/5)</p> <p>I can swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>I can perform safe self-rescue in different</p>	<p>Year 4</p> <p>I can catch with one hand</p> <p>I can throw and catch accurately</p> <p>I can vary tactics and adapt skills depending on what is happening in a game</p> <p>I can keep possession of the ball</p> <p>Year 5</p> <p>I can gain possession by working as a team</p> <p>I can pass in different ways</p> <p>I can choose a tactic for defending and attacking</p> <p>I can use a number of techniques to pass, dribble and shoot</p> <p>Swimming (Y4/5)</p> <p>See Aut 1</p>	<p>I can work in a controlled way</p> <p>I can include change of speed and direction</p> <p>I can include a range of shapes</p> <p>I can work with a partner to create, repeat and improve a sequence with at least three phrases</p> <p>Year 5</p> <p>I can make complex extended sequences</p> <p>I can combine action, balance and shape</p> <p>I can perform consistently to different audiences</p>	<p>I can take the lead when working with a partner or group</p> <p>I can use dance to communicate an idea</p> <p>Year 5</p> <p>I can compose my own dances in a creative way</p> <p>I can perform to an accompaniment</p> <p>My dance shows clarity, fluency, accuracy and consistency</p>	<p>I can run over a long distance</p> <p>I can sprint over a short distance</p> <p>I can throw in different ways</p> <p>I can hit a target</p> <p>I can jump in different ways</p> <p>Year 5</p> <p>I am controlled when taking off and landing</p> <p>I can throw with accuracy</p> <p>I can combine running and jumping</p> <p>O&A/Bell Boating</p> <p>Year 4</p> <p>I can follow a map in a (more demanding) familiar context</p> <p>I can follow a route within a time limit</p> <p>Year 5</p> <p>I can follow a map in an unknown location</p>	<p>Year 4</p> <p>I can vary tactics and adapt skills depending on what is happening in a game</p> <p>Year 5</p> <p>I can use forehand and backhand with a racket</p> <p>I can field</p>
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	water-based situations.				I can use clues and a compass to navigate a route I can change my route to overcome a problem I can use new information to change my route
Forest school		Y5 - Using tools or shelter building (Spr1)		Y4 – Using tools (Spr2)	
Music Instrument: Glockenspiel, recorder and untuned percussion.	Legends and Longboats Glockenspiel Stage 2 <u>Year 4:</u> I can perform a simple part rhythmically. I can explain why silence is often needed in music and explain what effect it has. <u>Year 5:</u> I can choose the most appropriate tempo for a piece of music. I can maintain my part whilst others are performing their part.	Galapagos Great Composers Contemporary, Romantic, Baroque. <u>Year 4:</u> I can identify and describe the different purposes of music. I can begin to identify the style of work of Beethoven, Mozart and Elgar. I can identify the character in a piece of music. <u>Year 5:</u> I can contrast the work of a famous composer and explain my preferences. I can explain why I think music is successful or unsuccessful. I can describe, compare and evaluate music using musical vocabulary.	Mayans STOP! (SMSC Link) <u>Year 4:</u> I can sing songs with accurate pitch. <u>Year 5:</u> I can suggest improvement to my own work and that of others. I can use my music diary to record aspects of the composition process. I can breathe in the correct place when singing.	Battle of Evesham Happy <u>Year 4:</u> I can improvise using repeated patterns. I can use notation to record and interpret sequences of pitches. I can use notation to record compositions in a small group or on my own. <u>Year 5:</u> I can improvise within a group using melodic and rhythmical phrases. I can change sounds or organise them differently to change the effect. I can compose music which meets specific criteria. I can use notation to record groups of pitches (chords).	
French (KS2 only)	Les quatre amis The four friends	Ca pousse! Growing things!	On y va! All aboard!	Raconte-moi une histoire! Tell me a story!	

Reading/Phonics (reading linked to topics)	Viking village – the literacy shed The Vikings; Raiders, traders and adventures – Marcia Williams Beowulf – Michael Morpurgo The saga of Erik the Viking – Terry Jones	What Mr Darwin saw – Mick Manning Darwin's tree of life – Michael Bright	The chocolate tree – Linda Lowery If you were made of chocolate (poem) Chocolate cake – Michael Morpurgo	Lewes and Evesham 1264-65 – Simon De Montford and the Baron's war.
Maths units	Number: place value (4 weeks) Number: Addition and subtraction (3 weeks) Number: Multiplication and division (3 weeks)	Measurement: Length, perimeter and area (2 weeks) Number: multiplication and division (another 3 weeks) Number: Fractions (5 weeks)	Number: Decimals - including percentages for Y5 (4 weeks) Number: Decimals – including Y4 money (2 weeks) Measurement: Time (1 week) Statistics (2 weeks)	Geometry: Properties of shape (3 weeks) Geometry: Position and direction (1 week) Y4 = consolidation Y5 = Converting units and volume (2 weeks) Consolidation (1 week)
Links to British Values	The rule of law Viking's reputation for law breaking, the law-speaker's responsibility to remember the laws (as they didn't write things down).	Democracy To solve the plastic pollution on the island – all are involved.	Individual liberty Mayans expressed themselves through art, sculpture, stone carvings. Contrast this to now – social media, freedom of speech.	Mutual respect and tolerance Lack of respect and tolerance – causing battles. Was this resolved afterwards or were people still as greedy?
School Values	Resilience Erik Thorvaldsson's (Erik the red)	Togetherness Working together to clear the plastic pollution and protect the animals from it and invent ways to stop it happening.	Respect Mayan's respect for the dead – death rituals and pyramids.	Pride Representing their place and going to battle to protect it.
Enrichment / Community	Enrichment: Viking shelter building/bread making	Enrichment & Aspirations: Animal visitor in – unusual species	Enrichment: Cadbury world Visit Broadway sweet/chocolate shop – how do they differ?	Community: Battle of Evesham event Evesham Almonry

Create movement, Arthur Rackham, ship.

<https://thehelpfulteacher.blogspot.com/2013/07/line-shape-form-and-movement-and-texture.html>

